



Year 10	AUTUMN		SPRING		SUMMER	
	Christian Beliefs	Religion and Relationships	Islamic Beliefs	Religion and Life	Christian Practices	Religion, Crime and Punishment
Declarati ve What should they know?	<ul> <li>The nature of God:</li> <li>God as omnipoten t, loving and just, and the problem of evil and suffering</li> <li>the oneness of God and the Trinity: Father, Son and Holy Spirit.</li> <li>Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-</li> </ul>	<ul> <li>They must be able to explain contrastin g beliefs on the following three issues with reference to the main religious tradition in Britain (Christianit y) and one or more other religious traditions:</li> <li>Contracep tion.</li> <li>Sexual relationshi</li> </ul>	<ul> <li>The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, including key similarities and difference s.</li> <li>Tawhid (the Oneness of God), Qur'an Surah 112.</li> <li>The nature of God: omnipoten ce, beneficence, mercy,</li> </ul>	<ul> <li>They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:</li> <li>Abortion.</li> <li>Euthanasia.</li> <li>Animal experiment ation.</li> <li>The origins and value of</li> </ul>	<ul> <li>Worship and festivals</li> <li>Different forms of worship and their significance:</li> <li>liturgical, non-liturgical and informal, including the use of the Bible</li> <li>private worship.</li> <li>Prayer and its significance, including the Lord's Prayer, set prayers and informal prayer.</li> <li>The role and meaning of the sacraments:</li> <li>the meaning of sacrament</li> <li>the sacrament of baptism and its significance for Christians;</li> </ul>	<ul> <li>They must be able to explain contrastin g beliefs on the following three issues with reference to the main religious tradition in Britain (Christianit y) and one or more other religious traditions:</li> <li>Corporal punishme nt.</li> <li>Death penalty.</li> </ul>





3 and	ps before	fairness	the	infant and	• Forgivenes
Genesis	marriage.	and	universe	believers'	• Forgivenes
1:1-3).		justice/Ad			S.
ŕ	Homosexu	•	• The origins	baptism;	• Religion,
Different	al	alat in	of the	different beliefs	crime and
Christian	relationshi	Shi'a	universe,	about infant	the causes
beliefs	ps.	Islam,	including:	baptism	of crime
about the	<ul> <li>Sex,</li> </ul>	including	<ul> <li>religious</li> </ul>	<ul> <li>the sacrament</li> </ul>	<ul> <li>Good and</li> </ul>
afterlife	marriage	different	teachings	of Holy	evil
and their	and	ideas	about the	Communion/Eu	intentions
importanc	divorce	about	origins of	charist and its	and
e,	<ul><li>Human</li></ul>	God's	the	significance for	actions,
including:	sexuality	relationshi	universe,	Christians,	including
resurrectio	including:	p with the	and	including	whether it
n and life	heterosex	world:	different	different ways	can ever
after	ual and	immanenc	interpretati	in which it is	be good to
death;	homosexu	e and	ons of these	celebrated and	cause
judgement	al	transcend	• the	different	suffering.
, heaven	relationshi	ence.	relationship	interpretations	• Reasons
and hell.	ps.	<ul><li>Angels,</li></ul>	between	of its meaning.	for crime,
• Jesus	Sexual	their	scientific	The role and	including:
Christ and	relationshi	nature and	views, such	importance of	<ul><li>poverty</li></ul>
salvation	ps before	role,	as the Big	pilgrimage and	and
Beliefs and	and	including	Bang	celebrations	upbringing
teachings	outside of	Jibril and	theory, and	including:	• mental
about:	marriage.	Mika'il.	religious	<ul><li>two contrasting</li></ul>	
about.	_	<ul><li>Predestina</li></ul>	views.	examples of	illness and
• the	• Contracep	tion and		Christian	addiction
	tion and	human			<ul> <li>greed and</li> </ul>
incarnatio	family	freedom	the world	pilgrimage:	hate
n and	planning.		and the	Lourdes and	<ul> <li>opposition</li> </ul>
Jesus as	• The nature	and its	duty of	lona	to an
the Son of	and	relationshi	human	the celebrations	unjust law.
God	purpose of	p to the	beings to	of Christmas	<ul><li>Views</li></ul>
	marriage.	Day of	protect it,	and Easter,	about





• the	• Como sav	Judgement	including	including their	people
• the crucifixion,	Same-sex	Juugement	religious	importance for	who break
1	marriage		Ŭ	Christians in	
resurrectio	and	• Akhirah	teaching		the law for
n and .	cohabitati	(life after	about	Great Britain	these
ascension	on.	death),	stewardship	today.	reasons.
• sin,	<ul> <li>Divorce,</li> </ul>	human	, dominion,	<ul> <li>The role of the</li> </ul>	<ul><li>Views</li></ul>
including	including	responsibil	responsibilit	church in the	about
original sin	reasons	ity and	y, awe and	local and	different
• the means	for	accountabi	wonder.	worldwide	types of
of	divorce,	lity,	<ul> <li>The use and</li> </ul>	community	crime,
salvation,	and	resurrectio	abuse of	<ul> <li>The role of the</li> </ul>	including
including	remarrying	n, heaven	the	Church in the	hate
law, grace		and hell.	environmen	local	crimes,
and Spirit	<ul> <li>Ethical</li> </ul>	<ul> <li>Authority</li> </ul>	t, including	community,	theft and
• the role of	arguments	<ul> <li>Risalah</li> </ul>	the use of	including food	murder.
Christ in	related to	(Propheth	natural	banks and	<ul> <li>Religion</li> </ul>
salvation	divorce,	ood)	resources,	street pastors.	and
including	including	including	pollution.	<ul> <li>The place of</li> </ul>	punishme
the idea of	those	the role	The use and	mission,	nt
atonement	based on	and	abuse of	evangelism and	• The aims
desirement	the	importanc	animals,	Church growth.	of
·	sanctity of	e of Adam,	including:	The importance	punishme
	marriage	Ibrahim	<ul><li>animal</li></ul>	of the	nt,
	vows and	and	experiment	worldwide	including:
	compassio	Muhamma	ation	Church	<ul><li>retribution</li></ul>
	n.	d.	• the use of		
				including:	• deterrence
	• Families	• The holy	animals for	• working for	<ul><li>reformatio</li></ul>
	and	books:	food.	reconciliation	n.
	gender	• Qur'an:	• The origins	<ul> <li>how Christian</li> </ul>	• The
	equality	revelation	and value of	churches	treatment
	The nature	and	human life	respond to	of
	of families,	authority		persecution	criminals,
	including:				including:





	<ul> <li>the role of parents and children</li> <li>extended families and the nuclear family.</li> <li>The purpose of families, including:         <ul> <li>procreation</li> <li>stability and the protection of children</li> <li>educating children in a faith.</li> <li>Contempo rary family issues including:</li> <li>same-sex parents</li> <li>polygamy.</li> <li>The roles of men and women.</li> </ul> </li> </ul>	<ul> <li>the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority.</li> <li>The imamate in Shi'a Islam: its role and significanc e.</li> </ul>	<ul> <li>The origins of life, including:</li> <li>religious teachings about the origins of human life, and different interpretati ons of these</li> <li>the relationship between scientific views, such as evolution, and religious views.</li> <li>The concepts of sanctity of life and the quality of life.</li> <li>Abortion, including situations when the mother's</li> </ul>	the work of one of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund.	<ul> <li>prison</li> <li>corporal punishme nt</li> <li>communit y service.</li> <li>Forgivenes s.</li> <li>The death penalty.</li> <li>Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.</li> </ul>
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		<ul> <li>Gender equality.</li> <li>Gender prejudice and discriminat ion, including examples.</li> </ul>		life is at risk.  Ethical arguments related to abortion, including those based on the sanctity of life and quality of life.  Euthanasia. Beliefs about death and an afterlife, and their impact on beliefs about the value of human life.		
Procedur al What should they be able to do?	<ul> <li>apply knowledg e and understan ding of key sources of</li> </ul>	<ul> <li>apply knowledg e and understan ding of two religions</li> </ul>	<ul> <li>apply knowledg e and understan ding of key sources of</li> </ul>	<ul> <li>apply knowledge and understan ding of two religions</li> </ul>	<ul> <li>apply knowledge and understanding of key sources of wisdom and authority including</li> </ul>	<ul> <li>apply knowledg e and understan ding of two religions</li> </ul>







	wisdom	<ul><li>apply</li></ul>	wisdom	<ul><li>apply</li></ul>	scripture	<ul><li>apply</li></ul>
	and	knowledg	and	knowledge	and/or sacred	knowledg
	authority	e and	authority	and	texts, where	e and
	including	understan	including	understan	appropriate,	understan
	scripture	ding of	scripture	ding of key	which support	ding of
	and/or	key	and/or	sources of	contemporary	key
	sacred	sources	sacred	wisdom	religious faith	sources
	texts,	of	texts,	and	<ul> <li>understand</li> </ul>	of
	where	wisdom	where	authority	the influence	wisdom
	appropria	and	appropria	including	of religion on	and
	te, which	authority	te, which	scripture	individuals,	authority
	support	including	support	and/or	communities	including
	contemp	scripture	contemp	sacred	and societies	scripture
	orary	and/or	orary	texts,	<ul><li>apply</li></ul>	and/or
	religious	sacred	religious	where	knowledge	sacred
	faith	texts,	faith	appropriat	and	texts,
•	understan	where	<ul><li>understan</li></ul>	e, which	understanding	where
	d the	appropria	d the	support	in order to	appropria
	influence	te, which	influence	contempor	analyse	te, which
	of religion	support	of religion	ary	questions	support
	on	contemp	on	religious	related to	contemp
	individual	orary	individual	faith	religious	orary
	S,	religious	S,	<ul><li>understan</li></ul>	beliefs	religious
	communi	faith	communi	d the	<ul> <li>construct well-</li> </ul>	faith
	ties and	<ul><li>understan</li></ul>	ties and	influence	informed and	<ul><li>understan</li></ul>
	societies	d the	societies	of religion	balanced	d the
•	apply	influence	<ul><li>apply</li></ul>	on	arguments on	influence
	knowledg	of religion	knowledg	individuals,	matters	of religion
	e and	on	e and	communiti	concerned	on
	understan	individual	understan			individual







ding in	S,	ding in	es and	with religious	S,
order to	communi	order to	societies	beliefs.	communi
analyse	ties and	analyse	<ul><li>understan</li></ul>		ties and
questions	societies	questions	d		societies
related to	<ul><li>understan</li></ul>	related to	significant		<ul><li>understan</li></ul>
religious	d	religious	common		d
beliefs	significant	beliefs	and		significant
• construct	common	<ul> <li>construct</li> </ul>	divergent		common
well-	and	well-	views		and
informed	divergent	informed	between		divergent
and	views	and	and/or		views
balanced	between	balanced	within		between
argument	and/or	argument	religions		and/or
s on	within	s on	and beliefs		within
matters	religions	matters	<ul><li>apply</li></ul>		religions
concerne	and	concerne	knowledge		and
d with	beliefs	d with	and		beliefs
religious	<ul><li>apply</li></ul>	religious	understan		<ul><li>apply</li></ul>
beliefs.	knowledg	beliefs.	ding in		knowledg
	e and		order to		e and
	understan		analyse		understan
	ding in		questions		ding in
	order to		related to		order to
	analyse		religious		analyse
	questions		beliefs and		questions
	related to		values		related to
	religious		<ul><li>construct</li></ul>		religious
	beliefs		well-		beliefs
	and		informed		and
	values		and		values





		beliefs and values set out in the				beliefs and values set out in the
		subject content.				subject content.
Disciplin ary Literacy (Tier 3 Vocab)	Word Spirit Salvation Crucifixion Resurrection Incarnation Ascension Atonement		Articles of faith Tawhid Immanence Transcendence Predestination Akhirah Risalah Imamate		Liturgical Sacrament Baptism Eucharist Mission Evangelism	
	Fact test x 1	Fact test x 1	Progress Test	Fact test x 1 Extended answer	Fact test x 1 Extended answer	Progress Test





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